

# THE PROVIDERS' TOOLKIT FOR SUPPLEMENTAL EDUCATIONAL SERVICES



Developed by the  
Supplemental Educational Services Quality Center  
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[www.tutorsforkids.org](http://www.tutorsforkids.org)

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### ABOUT THE SESQ CENTER

The Supplemental Educational Services Quality (SESQ) Center helps low-income families take advantage of a new opportunity, provided by the *No Child Left Behind Act*, to get their children free tutoring and extra academic help they may need. The SESQ Center was established through a grant to the American Institutes for Research from the Office of Innovation and Improvement of the U.S. Department of Education.

To meet the challenges of implementing supplemental educational services, the SESQ Center works to:

- Increase the number of eligible children receiving free tutoring.
- Expand the number and range of high-quality tutoring services offered.
- Improve district, state, and national coordination of the program.

The SESQ Center provides technical assistance at local and state levels through a network of demonstration districts and states. At the national level, the SESQ Center created a network of organizations to coordinate and improve research and assistance on supplemental services. The SESQ Center Web site, [www.tutorsforkids.org](http://www.tutorsforkids.org), turns “lessons learned” into tools and resources on effective supplemental services implementation that can be replicated by other districts and states.

**Web site:** [www.tutorsforkids.org](http://www.tutorsforkids.org)

**Toll-free phone:** (866) 544-8686

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## I. ABOUT THIS TOOLKIT

This Toolkit is intended to help organizations understand supplemental educational services (SES) and how they can become successful SES providers. It offers tips, tools, and resources to help prospective providers evaluate their readiness to design a quality program and provide services and to help current providers launch and manage a successful program. The Toolkit will be of particular interest to:

- Local community centers.
- After-school programs.
- 21st Century Community Learning Centers.
- Nonprofit and faith-based groups.
- Colleges and universities.
- National organizations.
- For-profit companies.
- Private and charter schools.
- Public schools or districts that have not been identified as in need of improvement.

Each section of the Toolkit helps readers work through a specific step of the SES process. “Assessing Your Organization’s Fit With SES” is geared toward organizations thinking of applying to become state-approved for SES. “Planning Finances” is aimed at prospective providers, though it may also prove useful for current providers. The “Launching and Managing Your SES Program” and “Resources” sections will benefit both prospective and current providers. Readers can skip from one section to another, but organizations about to embark on this process are encouraged to go through the entire Toolkit.



## II. SES: THE BASICS

Across the country, growing numbers of educators and community organizations are providing extra academic help to low-income children through the SES provision of the *No Child Left Behind Act* (NCLB) of 2001. This section provides a general overview of the SES program.

### WHAT IS SES?

The SES provision of NCLB enables low-income parents to seek out free tutoring services to expand options for their children who are struggling in school. These services provide students with extra help in academic subjects such as reading, language arts, and mathematics. Generally, these services are delivered outside the regular school day—before or after school, on weekends, or during the summer months.

A student is generally eligible for SES if he or she receives free or reduced-price lunch and attends a Title I school identified by its state as *needing improvement*. In other words, a low-income child is eligible for SES if he or she attends a Title I school that has not shown adequate yearly progress (AYP) for at least 3 consecutive years.<sup>1</sup>

Eligible families choose an SES provider from a list developed by their states, and school districts pay providers for services. The SES program encourages states to approve a variety of organizations as SES providers to give students and families the broadest possible range of quality options.

The program engages a number of different players in its implementation:

- Providers.
- State policymakers and administrators.
- District and school leaders and staff.
- Families.
- Students who receive the services.

Successful implementation of SES depends on all players working together. Prospective and current SES providers should familiarize themselves with what roles other stakeholders play and how providers are expected to interact with them to ensure smooth implementation. Table 1 outlines the required roles of states and districts in the SES process. It also suggests action steps for families and providers. For more details on roles and responsibilities for SES, go to [www.tutorsforkids.org](http://www.tutorsforkids.org).

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<sup>1</sup> The services are to be paid for by districts, generally from their existing Title I, Part A allocations. Additional information about these funding requirements is provided on pages 29–38 of *Supplemental Educational Services Non-Regulatory Guidance* (U.S. Department of Education, August 22, 2003), available at [www.ed.gov/policy/elsec/guid/suppsvcsguid.doc](http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc). The U.S. Department of Education supplemented this guidance in a letter to state educational agencies from August 26, 2004, available at [www.ed.gov/policy/elsec/guid/stateletters/choice/ses082604.html](http://www.ed.gov/policy/elsec/guid/stateletters/choice/ses082604.html). The U.S. Department of Education's definitions of key terms in SES (e.g., adequate yearly progress, *No Child Left Behind*, provider, supplemental educational services) are defined in the "Key Terms" at the end of this Toolkit.

Table 1. SES: Who Does What?

	Step 1: Determine Who Is Eligible	Step 2: Identify Providers	Step 3: Review Options	Step 4: Make Choices and Begin Services	Step 5: Monitor and Expand Provider Options
<b>States must</b>	<ul style="list-style-type: none"> <li>Determine which schools need improvement because they did not make AYP.</li> <li>Identify schools that must provide SES because they have not made AYP for 3 consecutive years.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage organizations to apply to be SES providers.</li> <li>Request applications from providers.</li> <li>Review applications and approve providers.</li> <li>Give districts a list of approved providers in their area.</li> </ul>	<ul style="list-style-type: none"> <li><i>Optional:</i> Provide districts with sample materials for communicating with eligible families about SES and contracting with providers.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the performance of approved providers and report results.</li> <li>Encourage more providers to apply for state approval at least once a year.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the performance of approved providers and report results.</li> <li>Allow new providers to apply for state approval at least once a year.</li> <li>Remove from the state list any provider that has not helped students improve their achievement for 2 or more years.</li> </ul>
<b>Districts must</b>	<ul style="list-style-type: none"> <li>Identify students who are eligible for SES in schools that did not make AYP for 3 years.</li> </ul>	<ul style="list-style-type: none"> <li><i>Optional:</i> Encourage local groups to apply to be SES providers.</li> <li><i>Optional:</i> Apply to be a provider if schools are not in need of improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Tell parents whether their child is eligible for SES.</li> <li>Provide parents with clear, complete, and consistent information about local provider options.</li> <li>Tell parents how to sign up for SES.</li> </ul>	<ul style="list-style-type: none"> <li>Help families pick a provider, if requested.</li> <li>Determine which students get priority if demand exceeds available funding.</li> <li>Enter into contracts with the providers that families choose.</li> <li>Pay providers.</li> <li>Work with each student's provider, school, and family to set goals for the student.</li> </ul>	<ul style="list-style-type: none"> <li>At the state's request, provide the state with information to help monitor the performance of approved providers.</li> </ul>

Table 1. SES: Who Does What? (*continued*)

	Step 1: Determine Who Is Eligible	Step 2: Identify Providers	Step 3: Review Options	Step 4: Make Choices and Begin Services	Step 5: Monitor and Expand Provider Options
<b>Families can</b>	<ul style="list-style-type: none"> <li>Find out whether their child's school made AYP by contacting his or her school, district, or state.</li> </ul>		<ul style="list-style-type: none"> <li>Find out whether their child is eligible for SES by contacting school, district, or community group.</li> <li>Review provider options.</li> <li>Select a provider.</li> </ul>	<ul style="list-style-type: none"> <li>Work with the chosen provider, their child's school, and the district to set achievement goals for their child.</li> </ul>	<ul style="list-style-type: none"> <li>Support and monitor their child's attendance and progress with the provider and offer feedback to the provider, school, district, and state.</li> </ul>
<b>Providers must</b>	<ul style="list-style-type: none"> <li>Determine whether its SES program has the capacity to serve students in communities where schools are required to provide SES.</li> </ul>	<ul style="list-style-type: none"> <li>Find and review the state SES provider application.</li> <li>Complete and submit the application.</li> </ul>	<ul style="list-style-type: none"> <li><i>Optional:</i> If approved, contact the school(s) and district(s) to establish a relationship and provide staff with information for families about its program.</li> </ul>	<ul style="list-style-type: none"> <li>Provide clear information to families and schools about its services.</li> <li>Enter into contracts with the district(s) if students sign up for the program.</li> <li>Work with the student's family, school, and district to set goals for each student who signs up for the program.</li> </ul>	<ul style="list-style-type: none"> <li>Provide clear information to each student's family, school, and district about his or her progress in the program.</li> </ul>

## WHAT IS THE ROLE OF STATES?

The SES provision is put in motion once each **state** sets its own definition of AYP—the minimum performance that districts and schools must reach every year on state achievement tests and other measures. The law specifies that Title I schools that do not make AYP for 3 years or more must offer SES to students.<sup>2</sup> Each state is charged with identifying schools that do not make AYP for at least 3 years.

The states also must develop a process that results in a list of approved SES **providers**. States identify providers that offer high-quality, research-based tutoring services that are in line with state standards. Each state creates its own application and establishes criteria for approving providers. States require a program to demonstrate that at a minimum it:

- Has a proven track record of raising student achievement in academic subjects, such as reading and math.
- Offers high-quality, research-based instruction that is focused on improving student academic achievement.
- Offers services that are in line with state standards.
- Is financially sound.
- Complies with Federal, state, and local health, safety, and civil rights laws.

States set their own application timelines but must give providers an opportunity to apply for state approval at least once a year. When reviewing provider applications, states are encouraged to include input from district representatives, parents, teachers, and business and community partners. Once a state reviews applications, it must publish a list of approved providers, broken down by the **district(s)** they can serve. For each provider, this list should at least indicate:

- Subject areas, such as reading or math, and grade levels covered.
- Provider's track record in raising student achievement.
- Qualifications of the tutoring staff.
- Where and when the services are offered.
- Provider's ability to meet the needs of students with disabilities and English language learners.
- Provider's contact information.

A variety of public and private entities may offer services, including nonprofit groups, for-profit companies, local community programs, colleges and universities, national organizations, faith-based groups, private and charter schools, and public schools and districts that have not been identified as in need of improvement.

Approved providers may offer these services in a variety of ways. Some providers offer one-on-one tutoring or small-group instruction. Others provide Internet-based or computer-assisted instruction and aca-

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<sup>2</sup> For more details about NCLB's requirements regarding SES, see the U.S. Department of Education's *Supplemental Educational Services Non-Regulatory Guidance* ([www.ed.gov/policy/elsec/guid/suppsvcsguid.doc](http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc)) and a letter outlining supplementary guidance ([www.ed.gov/policy/elsec/guid/stateletters/choice/ses082604.html](http://www.ed.gov/policy/elsec/guid/stateletters/choice/ses082604.html)).



demic support that students can access in a school, at a community center, or at home. Whether onsite or online, these approaches may include tutoring, assessing students' individual needs and tailoring instruction to meet those needs, prescriptive skill-building, and drilling and practice.<sup>3</sup> The same state approval criteria apply to all applicants, including internet-based SES providers.

## WHAT IS THE ROLE OF DISTRICTS?

Each **district** determines which students in its Title I schools identified as in need of improvement are eligible for SES services.<sup>4</sup> SES is available to low-income students in those schools—generally, those students eligible for free or reduced-price lunch. Once the district determines which students are eligible, it notifies **families** at least once per year that their children qualify for SES. The district must also provide families with information about SES providers available locally to help them make their selection. If families ask for assistance, a district must help them choose an SES provider. Providers should contact the district to ensure that they are listed in correspondence sent to parents. If families' demands for SES exceed the available funds, districts must then give priority to the lowest-achieving eligible students.

Once a family chooses a provider, the district contracts with the provider and pays for tutoring services. In addition, the family, district, and chosen provider must develop and identify specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement. In some districts, these stakeholders meet in person to develop an agreement, but in-person meetings may be impracticable in some districts. Providers should check with their district(s) to determine the steps in this process.

## HOW ARE PROVIDERS EVALUATED?

**States** play a significant quality assurance role. The state is responsible for the overall management of the program, including the approval and monitoring of SES providers. Under NCLB, **states** are required to:

- Monitor and report on the performance of the approved providers.
- Provide at least annual opportunities for additional providers to join the approved list.
- Remove from the state list any provider that has failed to help students improve academic achievement for 2 or more years.

**Districts** ensure the smooth functioning of the program at the local level by:

- Notifying parents about student eligibility and facilitating choices.
- Working with schools to coordinate services.

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<sup>3</sup> U.S. Department of Education, Office of Innovation and Improvement. (2004). *Innovations in education: Creating strong supplemental educational services programs* (p. 2). Washington, DC: Author. Also available at [www.ed.gov/admins/comm/suppsvcs/sesprograms/index.html](http://www.ed.gov/admins/comm/suppsvcs/sesprograms/index.html).

<sup>4</sup> If a Title I school does not make AYP for 2 consecutive years, it must offer all students in that school the opportunity to transfer to another public school that is not in need of improvement. Additional information about the "choice options" provided by NCLB are available from the U.S. Department of Education's Web site: [www.ed.gov/about/offices/list/oii/about/choice.html](http://www.ed.gov/about/offices/list/oii/about/choice.html).

- Entering into contracts with providers.
- Administering operational and financial aspects of the program.

**Providers** should bear in mind that they are accountable to states and districts as well as to the families and students they serve.

### III. ASSESSING YOUR ORGANIZATION'S FIT WITH SES

This section of the Toolkit will help you assess whether your organization can provide SES in the particular districts you wish to serve.

#### MISSION AND GOALS

If you already offer tutoring services or after-school programs for children, then chances are that the mission of your organization fits with SES. Nevertheless, it's worth asking yourself how providing academic enrichment services to low-income students fits within the broader mission of your organization. If you have a mission statement, use it to test whether SES appears to fit with your mission. Furthermore, ask yourself the following questions about your organization's mission and goals:

- Would an SES program address the needs of people you currently serve or who are similar to those you serve?
- Would an SES program add to or fill a gap in the services that you currently offer?
- Would an SES program allow you to serve a greater number of children or to serve those that you currently serve more effectively?

If your answers are yes, you have passed the first step. Thinking through these answers will help you to articulate how SES fits with your organization's mission and goals and, therefore, gain broader support from your organization's leadership and key staff members.

#### MARKET CONDITIONS

The next step in deciding to become an SES provider is to look at the demand for SES in the districts that you're targeting and how much of that demand you might be able to tap. Simply put, how many students do you think you will be able to enroll? It is important to remember that families and students get to *choose* from a range of providers. This section simply looks at your ability to generate customers; the "Planning Finances" section looks at this question relative to anticipated costs.

##### Market demand

Family and student demand for SES is a function of the number of students eligible for SES in a given district, combined with the level of family and student awareness and interest in the program. Districts are required once a year to send a letter notifying families that their children are eligible to receive SES. They are not required to engage in additional outreach but are encouraged to do so. As a result, many

#### THINKING ABOUT STARTING AN SES PROGRAM?

Consider these three questions:

1. How well does SES fit with your organization's **mission and goals**?
2. What are the **market conditions** for SES in the areas you hope to serve?
3. What is the **capacity** of your organization to serve students effectively?

An SES program will be most successful if the answers to all three questions suggest that there is a strong fit.

parents are not getting information on their children's eligibility for SES. For that reason, providers have a critical role to play in reaching out to families and raising their awareness of the benefits of SES for their children. (Outreach to families is discussed further in the "Launching and Managing Your SES Program" section of this Toolkit.)

The demand for SES is also bound by the amount of Title I funding available. Unless a lesser amount is needed to meet demand, districts are required to spend between 5 and 15 percent of an amount equal to their Title I funds on SES.<sup>5</sup> (The "Planning Finances" section of the Toolkit discusses the per-pupil allocation further.) If more students sign up for SES than a district has funding for, the district may give priority to the lowest-achieving eligible students determined by a set of objective criteria.

When determining market demand, you will need to know whether there are students eligible for SES in the districts that you hope to serve, and if so, how many. You can obtain this information by contacting the district office or the state educational agency or by accessing information from online sources (see "Key

#### KEY RESOURCES: MARKET DEMAND

To find out which schools must offer SES and how many students are eligible, contact your state or district offices or go to:

- **Greatschools.net** ([www.greatschools.net](http://www.greatschools.net)) where you can enter a school or district name to find out which schools are required to offer SES.
- **SESQ Center** ([www.tutorsforkids.org/state.asp](http://www.tutorsforkids.org/state.asp)) where you can get all the SES information for each state as well as national trend data.

#### ABOUT MARKET CONDITIONS

To illustrate the importance of determining market demand, consider the following example:

You are a community-based organization providing research-based tutoring services to low-income students. You have a good track record of contributing to improved scores on state tests. This makes you seem like a good candidate for SES, right? But what if:

- There are no students eligible for SES in the district where you are located?
- All the eligible students are high school students, and your model only works with elementary school students?
- Most of the eligible students are English language learners, and your staff is not equipped either to tailor instruction to meet their needs or to communicate effectively with their families?
- You rely on your own facilities, but families want SES services that are on school grounds?
- There are 10 other approved providers, of which several are well-known community organizations, that offer services with the same level of quality as your organization?

This example highlights the importance of thinking through market demand, customer needs, and competition. These key areas are examined in the following pages.

<sup>5</sup>This amount can be as much as 20 percent, if there is no demand for school choice-related transportation. Transportation for the public school choice provision of NCLB is funded jointly with SES under Title I.

Resources: Market Demand"). You should also answer the following questions to help determine the market demand for your SES program:

- Of the total number of students eligible, how many can your program enroll?
- How successful have you been in the past at recruiting students for similar programs?
- What percent of students were you able to recruit for your programs, and how does that compare with the percentage of students who chose other programs or participated in no programs at all?
- What is different about your earlier programs and SES, and what is similar (e.g., cost, type of service, etc.)?
- Do you have the ability and resources to market to and reach low-income families?

The number of students you enroll is determined by your community's awareness of SES in general and of your program in particular. Your perceived ability to serve students' particular needs relative to your competitors also plays a big role.

### Customer needs and competition

Gather any information you can about the learning needs of eligible students and the services that other providers offer to meet those needs. A list of approved providers can generally be found on state Web sites. Consider your strengths and weaknesses relative to these providers. For instance, you might have a highly effective math program, a facility ready for learning, or strong relationships with families whose children might be eligible for services. Identify what will make you successful and how easily your strengths can be communicated to prospective customers and other key stakeholders, such as teachers, principals, and district administrators.

#### KEY RESOURCES: CUSTOMER NEEDS AND COMPETITION

The SESQ Center ([www.tutorsforkids.org](http://www.tutorsforkids.org)) offers a number of resources to help providers, including:

- Links to lists of approved providers in each state and across the nation.
- List of the top 15 providers nationally.
- Links to provider applications for each state.

If, in light of the competition, you think that you can enroll only a small number of students, then be sure that the revenues generated from that enrollment can cover your operating costs. Becoming an SES provider will require an upfront and ongoing investment of resources, which might only partially be offset by the amount per student you receive from the district. Provider costs are reimbursed by the district, and reimbursement can take 90–120 days, so cash flow must be considered. The "Planning Finances" section of this Toolkit discusses this further.

### CAPACITY AND RESOURCES

If SES is a good fit with your organization's mission and the needs of your market, then consider your organization's capacity and resources to develop and deliver an SES program. Although SES presents a promising opportunity for providers to serve low-income students in need, it also requires considerable capacity and potential investment on behalf of your organization.



### ABOUT CAPACITY AND RESOURCES

Capacity and resources are broadly defined here as:

- A well-defined service that meets the academic requirements set forth by the state.
- Any supplies, equipment, facilities, and transportation required for implementation.
- The staff's capacity to:
  - Manage, in general.
  - Deliver instructional services.
  - Reach out to districts, schools, and families.
  - Manage contracts and finances.
- Having systems for human resources and financial management, such as:
  - Recruiting strategies and hiring procedures.
  - Budget processes.
  - Contract templates.
- Having systems for service delivery, such as:
  - Assessing students' needs and progress.
  - Communicating with parents and teachers about students' progress.
  - Reporting to districts and states.
- Funding to support upfront investment and ongoing operations.

Each state's application to become an SES provider outlines the evidence needed to demonstrate your capacity as a provider. This section of the Toolkit addresses the main areas of capacity that a state application typically asks you to describe.<sup>6</sup> As you go through it, ask how easily you could produce the information requested and how much of what you need is already in place. To the extent that you are building on what already exists and it is readily demonstrable, you will be in a good position not only to submit an application but also to serve as an SES provider. **Be sure to check the specific application of the state in which you hope to become an approved provider to see what else you need to cover.** To find your state application, go to [www.tutorsforkids.org/state.asp](http://www.tutorsforkids.org/state.asp).

### Basic program information

The "Basic Program Information" section of an application asks you to describe your current experience as a provider of tutoring services and your proposed SES program. You also are asked to describe the characteristics of the children you serve and what your service looks like.

When states ask about the students you currently serve or have served in the past, they want a sense of your experience in providing tutoring services and meeting the specific needs of various types of students. This helps them to understand how effective you might be as an SES provider and what mix of

<sup>6</sup> This section of the toolkit was modeled after the application format suggested by the Council of Chief State School Officers' SEA Toolkit on Supplemental Educational Services.

### ABOUT STATE APPLICATIONS

States will ask you to describe the basics of your program and to provide information about program design, operations, and organizational capacity:

- Basic program information, including academic subjects, grade levels and needs of students served, location, transportation, cost, etc.
- Program design:
  - Evidence of effectiveness.
  - Link between research and program design.
  - Connection to state standards and district instructional program.
- Operations:
  - Monitoring student progress.
  - Communicating with schools and districts.
  - Communicating with parents.
- Organizational capacity:
  - Qualifications of staff.
  - Financial and organizational capacity.
  - Compliance with Federal, state, and local health and safety standards.
  - Compliance with Federal, state, and local civil rights protections.

providers they will need to meet the needs of all eligible students. States will ask you to address the following areas about your current experience:

- Grade levels you currently serve.
- Number of students you currently serve.
- Experience with specific student populations:
  - Low-income students.
  - Minority students.
  - Migrant students.
  - English language learners.
  - Special education students.
- Geographic setting (i.e., urban, rural, suburban)

States also want you to describe the basics of your SES program. Be prepared to address the what, how, and where:

The "What"	The "How"	The "Where"
<ul style="list-style-type: none"> <li>• Subject areas covered: <ul style="list-style-type: none"> <li>■ Reading/language arts, mathematics.</li> </ul> </li> <li>• Grade levels able to serve.</li> <li>• Maximum number of students able to serve.</li> <li>• Cost per unit of service (e.g., per hour per student).</li> </ul>	<ul style="list-style-type: none"> <li>• Mode of instructional delivery: <ul style="list-style-type: none"> <li>■ Individual tutoring.</li> <li>■ Small-group instruction.</li> <li>■ Online/Web-based.</li> </ul> </li> <li>• Student-instructor ratio.</li> <li>• Time of service: <ul style="list-style-type: none"> <li>■ Before school.</li> <li>■ After school.</li> <li>■ Weekends.</li> <li>■ Summer.</li> </ul> </li> <li>• Intensity of service: <ul style="list-style-type: none"> <li>■ Sessions per week.</li> <li>■ Hours per week.</li> </ul> </li> <li>• Length of service: <ul style="list-style-type: none"> <li>■ Total hours or sessions.</li> <li>■ Total weeks.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Service area (e.g., districts, schools).</li> <li>• Geographic setting (e.g., urban rural, suburban).</li> <li>• Place of service: <ul style="list-style-type: none"> <li>■ School.</li> <li>■ Business.</li> <li>■ Place of religious worship.</li> <li>■ Community center.</li> <li>■ Your home.</li> <li>■ Student's home.</li> <li>■ Online.</li> <li>■ Other.</li> </ul> </li> <li>• Transportation: <ul style="list-style-type: none"> <li>■ Provision of transportation.</li> <li>■ Accessibility to public transportation.</li> </ul> </li> </ul>

In addition to these basic program features, you also may be asked to provide a description of specific program components. The state will generally include this description, along with basic features of your program, on its list of approved providers. You may want to review the descriptions of other providers to determine the appropriate level of detail and ensure that you can show what makes your program unique.

### ***Student-instructor ratio***

While states do not generally prescribe a student-instructor ratio,<sup>7</sup> they typically prefer a lower ratio to a higher one—with the ideal being one-on-one instruction to maximize attention to each student. A U.S. Department of Education study that examined SES in nine districts in six states found that in

### **PLANNING TIPS: BASIC INFORMATION**

You should specifically think about:

- Student-instructor ratio.
- Place of service or facilities.
- Transportation.
- Cost.

Below are tips for addressing each of these areas in your application.

<sup>7</sup> For Internet-based providers, states sometimes prescribe a maximum number of students that tutors can serve.

2002–2003, some providers offered individual tutoring, but most providers had ratios ranging from 3:1 to 8:1.<sup>8</sup>

While you should have a target ratio in mind, you may find in practice that exact ratios can be difficult to predict, given uncertain demand and uptake. For example, you might plan to serve students at a ratio of 3:1, but one of your sites may have so much demand that you cannot immediately hire enough highly qualified tutors to maintain the 3:1 ratio. Alternatively, you might experience an attendance problem, such that your ratio is actually less than 3:1. It will be important to forecast as accurately as possible, because the student-instructor ratio impacts the price that you charge the district and the amount of staff that you hire. Consider scheduling services at a higher ratio to anticipate student “no shows.”

### **Facilities**

To provide effective academic support services, your organization needs access to an appropriate facility. Space should be ready for learning, with tables and chairs, a blackboard, and any other equipment needed for an instructional program. It should be kept at a reasonable temperature and free from noise and other distractions that may be caused by activity going on at your organization.

Some providers have developed agreements with districts and principals allowing them to use school space. Most of these arrangements involve payment to the district. Ask your district whether this is possible and what the process and requirements are for using the space. Locating your services at a school may be worth the expense, given the potential convenience for students and families and the readiness of the space for learning.

Facilities also present opportunities for organizations to collaborate and share resources. For instance, an after-school program may have space available but may lack a rigorous instructional program, while a tutoring program with a strong instructional design may need space to administer it. The two could develop an agreement allowing them to wrap the tutoring program into the after-school program, helping to serve children more effectively.

Online/Web-based providers may benefit from such partnerships. Students eligible for SES might not have computers at home; thus, they would need to access the services of online providers at another facility, such as a library, a 21st Century Community Learning Center, or a school. In addition to securing space, online providers need to think about who will supervise the students who are working on computers.

### **Transportation**

Accessibility will play a large role in the student participation rate and consequently the success of your program. The more conveniently located your program is for parents and students—other things being equal—the higher the attendance. For this reason, many providers offer services in schools or within walking distance to schools.

Although you are not required to provide transportation for students, it may be helpful to do so, especially if the program is not easily accessible by public transportation or if you are serving children who need help getting to your facility. Transportation can be crucial for providers in rural areas. Districts will

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<sup>8</sup> U.S. Department of Education. (2004). *Early implementation of supplemental education services under the No Child Left Behind Act: Year one report*. Washington, DC: Author. Also available at [www.ed.gov/rschstat/eval/disadv/supplementalyear1/highlights.pdf](http://www.ed.gov/rschstat/eval/disadv/supplementalyear1/highlights.pdf).

generally not provide transportation for SES and are not required to do so. Some providers may choose to pay for public transportation and/or transport children to and/or from their program. If your program includes transportation in the package of SES services, you may be able to build the cost of transportation into the price as long as the final price is equal to or below the districts per-pupil allocation for SES (see “Planning Finances” for more details on calculating price).

### **Cost**

You will be asked how much your program will cost. “Cost” signifies what you will ask the district to pay your organization per unit of service delivered (e.g., per year per student), in other words, your price to the district for the service.

When determining your price, consider the district’s Title I per-pupil allocation. This establishes an approximate cap on the total reimbursement per child that may be paid to you. The district typically pays for the actual hours of instruction delivered, but check with your district to learn about its policy.

Given the importance of calculating your price and the challenge that many organizations face in doing so, this issue is addressed in greater detail under “Setting Your Price” in the “Planning Finances” section of this Toolkit.

### **Program design**

At its core, SES is an academic program that is geared toward helping students who attend struggling schools make AYP. Organizations that already offer tutoring services may find that SES holds them to a higher academic standard. Those that do not already offer tutoring services and want to be an SES provider need to consider if they have the capacity to offer a truly academic program. Since SES is still a fairly new program, states have been given the flexibility to consider a variety of providers to encourage more of them to submit applications for approval, giving parents as many quality options as possible.

#### **PLANNING TIPS: PROGRAM DESIGN**

States will ask you to describe:

- Evidence of your program’s academic effectiveness.
- Links between research and your program’s design.
- Connection between your program and state standards and the instructional programs in the districts you hope to serve.

These are the types of evidence that you should try to provide in your application.

### **Evidence of effectiveness**

There are different ways to demonstrate effectiveness in improving student performance, and some states may weigh some types of evidence more heavily than others. The following list contains the types of evidence of effectiveness that you might provide in your application. The list reads from top to bottom in the order of which types states generally find most compelling.

- Student achievement data from valid and reliable performance tests from a state, district, and/or an independent test developer.
- Student performance data using a measure that is not nation- or statewide, using a measure developed by the SES provider, or using school grades, homework completion, or results from a school/teacher-administered subject area test.



### ABOUT PROGRAM DESIGN\*

When designing your program, consider whether and how often your program will:

- Break down concepts into small, manageable chunks of information.
- Provide explanations that students will understand.
- Present information at a pace that is not too fast and not too slow.
- Remain on topic until a student demonstrates understanding.
- Identify when students do not understand and then repeat the instruction.
- Explain concepts step by step.
- Describe the skill and demonstrate how to do it.
- Take the time to ask if the student knows what to do and how to do it.
- Repeat and reteach things when students do not understand.
- Explain concepts by using examples to illustrate.
- Stop frequently during instruction so students can ask questions.
- Prepare students for what they will be doing next.
- Repeat things that are difficult to comprehend.
- Use examples and explain them until students understand.
- Explain something and then stop so students can process.
- Explain the assignment and the materials needed by the student.
- Point out difficult parts.
- Provide students enough time for practice.
- Answer student's questions.
- Ask questions to determine if the student understands.

\*These items are adapted from resources created by the National Center for Training and Education Assistance, LLC. For more information, go to [www.nctea.com](http://www.nctea.com).

- Letters of reference from previous clients, such as parents or students, offering testimonials on the positive impact of your program.
- Additional evidence of improved outcomes, such as student attendance, retention/promotion rates, graduation rates, family/parent satisfaction, and/or improved student behavior/discipline, as well as narrative excerpts from students themselves.

### *Links between research and program design*

Links between research and program design should show why your program works. States may ask you to articulate the theoretical and empirical rationale, including research citations, for the major elements of the program's design. These major elements may include aspects of your program such as mode of instructional delivery, class size, time on task, etc.

### KEY RESOURCES: PROGRAM DESIGN

If you are uncertain about the research base of your program or you want to develop or build on your program using research-based practices, the following resources may be helpful:

- **The National Reading Panel** ([www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)) offers findings on components of effective reading instruction.
- **The Out-of-School Time Learning and Development Project** ([www.gse.harvard.edu/hfrp/projects/afterschool/about.html](http://www.gse.harvard.edu/hfrp/projects/afterschool/about.html)), conducted by Harvard Family Research Project, offers publications, a bibliography, and a database of program evaluations to improve quality, accessibility, and sustainability of after-school programs.
- **Building Effective Afterschool Programs** ([www.corwinpress.com/book.aspx?pid=7405](http://www.corwinpress.com/book.aspx?pid=7405)), a handbook developed by Dr. Olatokunbo S. Fashola, offers research-based guidance for designing after-school programs.
- **The What Works Clearinghouse** ([www.whatworks.ed.gov](http://www.whatworks.ed.gov)) collects, screens, and identifies studies of the effectiveness of educational interventions.

For more resources, go to [www.tutorsforkids.org](http://www.tutorsforkids.org) or to the “Resources” section of this Toolkit.

### *Connection to state standards and district instructional program*

States will want to see how your program is aligned with state academic standards and with the district instructional programs that you seek to serve. Go to the Mid-continent Research and Education Learning laboratory's database of state standards at [www.mcrel.org/standards-benchmarks](http://www.mcrel.org/standards-benchmarks), or you can generally find states' standards on state educational agency Web sites.

Gathering intelligence on the district's instructional program will likely be part of a larger effort of reaching out to the district. As you will note in the “Launching and Implementing Your SES Program” section of this Toolkit, developing and managing relationships with school districts can be critical to the success of your program. In this case, make sure that your instructional program complements, but does not duplicate, the district's own instructional program.

## Operations

### *Monitoring student progress*

To monitor student progress effectively, you will need to diagnose each student's needs, prescribe an instructional program to meet those needs, and evaluate and monitor the student's progress toward clearly identified goals. States will ask you to describe:

- Specific processes you will use to assess and diagnose a student's needs, identify gaps in skills or knowledge, and prescribe an instructional program based on the student's individual needs.

### PLANNING TIPS: OPERATIONS

States will ask you to describe how you:

- Monitor student progress.
- Communicate with schools and districts.
- Communicate with parents.

Below are tips for addressing each of these areas in your application.

- Specific processes you will use to evaluate, monitor, and track student progress on a continuous and regular basis.
- How you will develop a timetable for each student's achievement gain that includes clear goals for the student.

Consider what systems you will use to evaluate and monitor students' progress. You may have already developed these systems for an existing program. If so, then simply determine how or whether they need to be adapted for your SES program. Also consider how to use technology (e.g., databases, other programs). You might develop these programs yourself or purchase a program designed to meet your needs. Talk to other providers to determine what programs they are using and have found to be most effective.

### ***Communicating with schools and districts***

To report progress, establish two-way communication between your organization and the schools and districts that you serve. States will ask you to describe:

- How you ensure a connection between your instructional program and the program in place at your students' school(s).
- The specific procedures that you use to report student progress to a teacher(s) and appropriate school or district staff and how often you use these procedures.

Teachers are particularly important stakeholders in this process. From an academic standpoint, frequent and clear communication with students' teachers is necessary to ensure that your work is aligned with their practices. Teachers in turn will benefit from hearing about students' progress in your program. Consider how you might adapt your services to a school's curriculum and integrate them with classroom learning activities. Share lesson plans and materials that you use in your program with teachers. Showing teachers that they are partners in this process can help you to earn their confidence, which can be helpful for both your marketing and programmatic efforts.

### ***Communicating with parents and families***

Finally, you will need to communicate students' progress to their parents and families in a language and format that they can readily understand. There are a number of different ways you can demonstrate your efforts to develop and maintain strong communication and relationships with parents and families. States will ask you to describe:

- Specific procedures used to report student progress to parents and families.
- Services provided to parents and procedures used for involving parents in creating timelines and goals for their child's academic progress.
- Accommodations made for working parents' needs and schedules.
- Processes used to resolve any disputes or conflicts that you or your staff may have with parents.
- Expected role of parents in the services provided by you to their children, if any, and how you work with parents to explain this role.

- Training that you offer to staff on working with parents, including what is the content of the training, who is the training offered to, and when does the training occur.
- Information provided by you to parents and families in languages other than English, and if so, which languages.

### Organizational capacity

In addition to having the systems in place to track student progress and communicate effectively with all of those involved in your SES program, you'll also want to show your organizational capacity to support the program.

#### *Qualifications of instructional staff*

Your SES program's success rests largely on having and continuing to develop qualified instructional staff. You may already have staff with the qualifications necessary to be effective SES instructors, or you may need to hire new staff or consultants.

In the case of the latter, you should be able to identify a pool of potential candidates and determine the number needed to provide for the number of anticipated students. There are several ways to identify qualified candidates, including asking principals for suggestions, recruiting through teacher organizations, and placing advertisements in newspapers. States will ask you to describe the qualifications of your staff in terms of:

- Years and level of work experience, particularly in working with Title I students.
- Highest degree attained.
- Certifications attained.
- Amount and quality of training provided to staff.

#### *Financial and organizational capacity*

Show that your organization is financially sound and able to stand the test of time and provide quality services. There are a number of ways that states might ask you to demonstrate financial soundness, including:

- Audited financial statements.
- Organizational budgets that account for revenues, expenses, and cash flow activities.
- Credit ratings from an independent rating agency.
- Proof of liability insurance.

Financial soundness—particularly ready access to funds—can be crucially important to running a healthy SES program. Since demand may be uncertain, you may project the need for a certain number of instructors and then find that you need to hire many more. While the district pays for services rendered and

#### PLANNING TIPS: ORGANIZATIONAL CAPACITY

States will ask you to describe:

- Qualifications of your instructional staff.
- Your financial and organizational capacity.
- Your compliance with Federal, state, and local health and safety standards and civil rights protections.

Below are tips for addressing each of these areas in your application.

will eventually cover these additional costs, there may be a substantial delay between the time you incur these costs and the time when the district pays. Having a 4- to 6-month cash reserve or a line of credit can help you get through any cash crunch.

Part of standing the test of time and managing growth is having a strong plan, set of systems, and management team. To demonstrate this area of capacity, states might ask you to submit the following evidence:

- A business plan.
- Descriptions of your management team (chief executive officer or executive director, chief financial officer or director of finance, chief operating officer or director of operations, etc.).
- Information on whether you issue contracts, warranties, or guarantees for services provided.
- Descriptions of formal contract, data collection, accounting, and communications processes and systems.
- A copy of your formal business license or formal documentation of legal status with respect to doing business in that state, including a certificate of good standing.

### ***Compliance with Federal, state, and local health and safety standards and civil rights protections***

You are required to comply with Federal, state, and local health and safety standards and civil rights protections for the protection of the students and families that you serve and your employees.

In the area of health and safety, states likely will ask you to:

- Confirm that you conduct criminal background checks on all employees before hiring them.
- Describe and submit a copy of all required licenses and/or certifications for health and safety.
- Describe your safety record and procedures.
- Describe the location and environment in which your services are provided.

To demonstrate compliance with civil rights protections, states will ask you to submit the following:

- Evidence that your organization complies with Federal, state, and local civil rights protections for your employees.
- Evidence that your organization complies with Federal, state, and local civil rights protections for your students.
- Assurance that your organization offers instruction that is secular, neutral, and non-ideological.
- Evidence demonstrating that your organization complies with requirements of the *Individuals with Disabilities Education Act* (IDEA)<sup>9</sup> and *Americans with Disabilities Act*, if you intend to provide services to students with disabilities.<sup>10</sup>

<sup>9</sup> For more information on IDEA, go to the Web site of the U.S. Department of Education's Office of Special Education Programs at [www.ed.gov/about/offices/list/osep/index.html](http://www.ed.gov/about/offices/list/osep/index.html).

<sup>10</sup> State educational agencies and districts are responsible for making appropriate services with necessary accommodations available to students with disabilities. Not all providers in a given district serve students with disabilities, but those that do must not discriminate against them by failing to make such accommodations.



**SUMMARY CHECKLIST: ASSESSING YOUR ORGANIZATION'S FIT WITH SES****Mission and Goals:**

- ☐ Determine whether providing SES fits the mission and goals of your organization.

**Market Conditions:**

- ☐ Find out which schools have to offer SES and how many students are eligible next school year.
- ☐ Determine how many SES students your program can enroll next school year.
- ☐ Evaluate likely changes in the number of students eligible for SES in future years and the potential impact of those changes on your program.

**Capacity and Resources:**

- ☐ Compare your organization's capacity to provide SES with your state's criteria for approved SES providers.
- ☐ Determine what your SES program will look like in these areas:
  - Academic subject area(s).
  - Grade level(s).
  - Needs and numbers of students served.
  - Cost per unit of service (e.g., per hour per student).
  - Mode of instructional delivery.
  - Student-instructor ratio.
  - Time of service (e.g., before school, after school, weekends, summer).
  - Intensity of service (e.g., hours per session, number of sessions per week).
  - Length of service (e.g., total number of sessions, total number of weeks).
  - Location (e.g., service area, geographic setting, place of service).
  - Transportation.
- ☐ Determine how well you can articulate the following when completing your state application:
  - Program design:
    - Evidence of effectiveness.
    - Links between research and program design.
    - Connection to state standards and district instructional program.
  - Operations:
    - Monitoring student progress.
    - Communicating with schools and districts.
    - Communicating with parents and families.
  - Organizational capacity:
    - Qualifications of organizational staff.
    - Financial and organizational capacity.
    - Compliance with Federal, state, and local health and safety standards and civil rights protections.
- ☐ Determine the capacity and resources of what you have and what you will need.
- ☐ Determine the cost of what you need, how much funding you have available to spend, and how to generate enough funding to cover the rest.

## PLANNING FINANCES

Becoming an SES provider offers considerable opportunity to improve academic outcomes for eligible students, but it also involves a set of financial costs. Many of these costs may be incurred before you become an approved SES provider or start working with students.

### UPFRONT INVESTMENT

The main initial investment in an SES program is the staff time of the person or people responsible for evaluating and planning for managing the program. Before the program has served any children, this person or group may spend time:

- Taking stock of the capacity and resources on hand to support this work, versus what it will have to build or acquire (you can use the previous section of the Toolkit to do this).
- Completing the applications for each state in which your organization intends to operate.
- Developing marketing materials and conducting outreach to parents, if approved.
- Reaching out and contracting with school districts.
- Hiring any staff or contracting with any consultants needed to serve as instructors.
- Developing systems for recordkeeping, including tracking student progress.
- Fundraising.

Once your organization becomes a state-approved SES provider, you will begin to incur costs in addition to current staff time, including costs associated with:

- Staff development, such as training in methods of instruction and administration.
- Time spent by newly hired staff and/or consultants on staff development.
- Materials for training staff and marketing the program to families.
- Rent for any equipment and space needed for instruction.
- Legal fees for reviewing contracts with districts.

Since you will be incurring some or all of these expenses in advance of acquiring any customers (and therefore any funds associated with them), you will have to cover them with other sources of funding. If your organization is a nonprofit, these sources might include:

- Unrestricted cash.
- Grant funding expressly dedicated to these purposes.

#### PLANNING TIPS: FINANCES

Think about:

- What kinds of upfront investment will be necessary.
- What expenditures will be needed on an ongoing basis.
- How all of these costs figure into the price that you should charge districts, within the bounds of their annual, per-pupil SES allocation.

Below are tips for addressing each of these areas in your application.

- Public funds other than SES dollars.
- Debt financing.

For for-profit organizations, sources of funding may include:

- Cash reserves.
- Equity financing.
- Public funds other than SES dollars.
- Debt financing.

Other than unrestricted cash, funding sources may have requirements for eligibility and repayment of funds, as well as reporting on how funds are used and general financial standing. Consider the costs and benefits of funding sources to decide which form of funding to seek for your SES investments.

## ONGOING RESOURCE NEEDS

Once your SES program is up and running, you will need resources to fund its operation. These costs include:

- Personnel (dedicated management, administrative staff, and instructors).
- Consultants (instructors).
- Printing, supplies, computer software, and equipment (for curricular materials, assessment tools, recordkeeping).
- Rent (for instructional and administrative space).
- Phone (for maintaining contact with instructors, families, schools, and districts).
- Travel or mileage (optional, for instructors that drive to reach students).
- Vehicle or transportation services (optional, for transporting students).
- Insurance.

You cannot use SES funds for purposes other than delivering and supporting your SES program. You can and will likely need to use other sources of funding to supplement the SES funds you receive while awaiting payment from the district. If you are a nonprofit, then you can use unrestricted cash, dedicated grant funding, or other public funds. If you are a for-profit, then you can use cash reserves, equity financing, or other public funds. Be wary of relying too heavily on unrestricted cash to cover your operations. If you have to dip significantly into your reserves, you may be charging the district too low a price.

One source of funding that can be appropriate for temporary financial need is a line of credit from which you can draw down. It should be noted that banks and other financial institutions want to see a track record of financial performance prior to approving this type of financial arrangement.

## SETTING YOUR PRICE

Under NCLB, each district's per-child cost for SES is the lesser of the actual cost of the services or the district's per-child allocation under Title I, Part A of the law. This allocation varies considerably from district to district, even within the same state. The U.S. Department of Education reports that allocations range roughly between \$600 and \$1,500 per student per year.<sup>11</sup> Estimates of the maximum per-child amount for SES for fiscal year 2004 in each district in the country are available at [www.ed.gov/about/overview/budget/titlei/fy04/index.html](http://www.ed.gov/about/overview/budget/titlei/fy04/index.html). Note that the amounts shown on this Web site do not reflect state adjustments to the allocation that will reduce the actual amount of funding per child.

When you submit your state application, you will be asked to indicate your program's cost to the district (essentially, your price) on a per unit basis (for example, cost per year per student or per student for a block of hours). Establish a price that accurately reflects your costs while remaining within the maximum amount that the district spends for each student who receives SES. Covering as much of your SES costs as possible with fee revenues from serving SES students puts your organization in a stronger position financially, because it preserves your much-needed cash reserves and frees you from spending time on fundraising.

To cover as much of your costs as possible, the price you charge the district ideally should be:

$$(\text{Fixed costs}) \div (\text{Projected \# of students served}) + (\text{Variable costs})$$

Fixed costs include:

- Time of dedicated management and administrative staff.
- Printing and supplies for staff development and marketing.
- Equipment.
- Rent.
- Phone.
- Vehicle.
- Professional services, such as legal or accounting.

Variable costs include:

- Salary and consultant expenses for instructors.
- Printing and supplies for instruction.

At a minimum, cover your variable costs with fee revenue. Otherwise, you will lose money with each additional student. The following is an example of how a provider might calculate its price.

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<sup>11</sup> U.S. Department of Education. (2003). *Supplemental Educational Services Non-Regulatory Guidance* (p. 34). Washington, DC: Author. Also available at [www.ed.gov/policy/elsec/guid/suppsvcsguid.pdf](http://www.ed.gov/policy/elsec/guid/suppsvcsguid.pdf).

### ABOUT CALCULATING PRICE

The following example can help you calculate your price.

A tutoring provider is interested in applying to become an approved SES provider. Its SES program would be structured similarly to its current tutoring program:

- Three, 1-hour sessions per week for 15 weeks, or 45 hours in total.
- Student-instructor ratio of 3:1.

The provider considers the recruitment of high-quality instructors a critical component of its program. To attract the best staff in the area, it pays instructors \$30/hour. Therefore, its cost of instructional staff is:

- \$450/student (45 hours  $\times$  \$30/hour + 3 students/tutor)

The provider also believes strongly in the use of high-quality instructional materials. The cost of these materials tends to be \$100/student.

The provider's total variable cost comes to:

- \$550/student (\$450 for instructional staff + \$100 for materials)

The per-pupil Title I allocation in the provider's district is \$950. After covering its variable costs, the provider would have a surplus of \$400/student (\$950–\$550).

Based on its strong relationships and reputation among Title I schools in the area, its track record of enrolling students in its regular tutoring program, and the number of SES-eligible students in the district (1,200), the provider anticipates enrolling 60 students (5% of 1,200) during the first year of the program.

The provider also believes it will be able to attract a sufficient number of quality instructors to accommodate 60 students. Since each instructor can teach up to 4 sessions (or 12 students) per day, only 5 instructors will be needed to teach all 60 students.

If the provider can enroll 60 students, it will generate a surplus of \$24,000 (\$400/student  $\times$  60 students).

This will allow it to cover a number of anticipated fixed costs, including:

- Management oversight: \$6,000 (10% of manager's time at \$60,000 salary)
- Program director: \$15,000 (50% of director's time at \$30,000 salary)
- Printing and supplies for monitoring and reporting: \$3,000

Since the provider offers its program in schools using their space free of charge, space fees are not included among the fixed costs. It also intends to cover its central office rent, equipment, and professional fees with other sources of funding.

The provider, therefore, sets its price equal to the per-pupil allocation of \$950, which allows it to cover many of its variable costs and major fixed costs. Be aware of other potential costs, such as FICA for staff (and consultants if you choose to cover FICA for them), background checks of all staff and consultants working with children, and any professional services, such as legal or accounting.



Once you have calculated your price, compare it with the district per-pupil annual allocation and with prices charged by your competition (these can be found on state Web sites). If your price exceeds the per-pupil amount, then you might ask yourself a number of questions:

- Could you enroll more students? This will allow you to spread fixed costs over a greater number of students. Consider this question carefully and answer it realistically because an overly optimistic answer will leave you with costs to cover.
- Can you reduce any of your costs? There may be more cost-effective means of accomplishing the same goals (e.g., taking advantage of technology, partnering to share resources, making use of volunteers). How many hours of tutoring per student do you truly need to accomplish your academic objectives?
- Is there funding available to cover the shortfall? It might be acceptable to subsidize some or all of your fixed costs this year as an investment, in anticipation of doing better next year. However, you should avoid subsidizing variable costs if at all possible.

If your answer to these questions is no, then ask yourself if becoming an SES provider is right for you and talk to other providers to get a better sense.

**SUMMARY CHECKLIST: PLANNING FINANCES****Upfront Investment:**

- ☐ Estimate resources needed to plan for and launch your SES program, including:
  - Staff time.
  - Professional services (staff training, legal).
  - Materials and software (training, marketing, curricular, monitoring).
- ☐ Determine whether you have enough funding to cover the upfront investment.
- ☐ Develop a plan to access additional funding, if needed.

**Ongoing Resource Needs:**

- ☐ Identify ongoing expenses associated with managing your program.
- ☐ Establish funding to cover expenses while awaiting payment from the district.

**Setting Your Price:**

- ☐ Identify variable costs associated with your program.
- ☐ Compare your variable costs with the district's Title I per-pupil allocation.
- ☐ Identify which fixed costs you can cover with the per-pupil allocation.
- ☐ Determine the optimal number of students needed to cover as much of your fixed costs as possible.
- ☐ Set a price that allows you to cover:
  - All variable costs.
  - Some or all fixed costs, assuming a reasonable target number of students.

## V. LAUNCHING AND MANAGING YOUR SES PROGRAM

This section of the Toolkit addresses the most important steps in launching and managing your SES program. Below is a rough timeline for the process of becoming and serving as a state-approved SES provider.

Prior to Application	Application for Approval	Immediately After Approval	Generally Spring and Summer Before School Year	During School Year
<ul style="list-style-type: none"> <li>Determine if your program has the capacity to serve students in regions where schools are required to provide SES.</li> </ul>	<ul style="list-style-type: none"> <li>Find and review the SES provider application for the state(s) in which you plan to serve.</li> <li>Complete and submit the application.</li> </ul>	<ul style="list-style-type: none"> <li>If approved, contact the school(s) and district(s) to establish a relationship and provide staff with information for families about your program.</li> </ul>	<ul style="list-style-type: none"> <li>Provide clear information to families and schools about your services.</li> <li>Enter into contracts with the district(s) if students sign up for your program.</li> <li>Work with your students' families, schools, and districts to set goals for each student who signs up for your program.</li> </ul>	<ul style="list-style-type: none"> <li>Provide clear information to each student's family, school, and district about his or her progress in your program.</li> <li>Provide evidence to the state.</li> </ul>

This timeline may vary by state and district. To find out the specific timeline in your state, go to [www.tutorsforkids.org/state.asp](http://www.tutorsforkids.org/state.asp) or contact your state or district directly.

### SUBMITTING THE STATE APPLICATION

Each state has its own application, which can be found on the state's Web site. Some states accept applications on an annual basis, and others accept them on a rolling basis. If you find that the state application deadline has passed, ask when the next round of applications will be held. If states find that they do not have enough providers to meet demand, they may accept an additional round of applications. For more information about what state applications generally ask, refer to the "About State Applications" box under "Capacity and Resources." Providers have generally found state administrators to be helpful in answering questions. Don't be afraid to ask—being clear on what the state is asking for will increase your chances of being approved.

## REACHING OUT

To recruit students and ensure that your program runs smoothly, you will want to engage a number of stakeholders, which may include district administrators, principals and teachers, other organizations, parents, and students. As in most areas of education, developing strong relationships with key stakeholders can open doors. It can increase your reach and resources and strengthen the sustainability of your program.

### Districts and schools

After receiving notification of approval, consider reaching out to districts and schools with students who are eligible for SES. Districts serve as an official information source to families regarding SES programs, so it is critical to establish a positive working relationship with them. Districts are required to provide parents with information about providers that is comparable, dependable, and easy-to-understand, and providers should be cooperative in providing this information. Generally, the district's Title I coordinator is the administrator who is responsible for SES in that district.

The district will share with you those schools required to offer SES, but because of privacy concerns, it is not permitted to tell you which students are eligible. It can be helpful to reach out to these schools directly and establish a trusting relationship with them for this reason. Seek out the principal, the parent outreach coordinator, or a school improvement liaison if the school has one. Teachers often serve as an informal source of information and can be very influential in a family's choice of providers. Teachers will also help you to develop sound instructional plans for students and collaborate to support those plans during the course of the school year. Guidance counselors can also serve as valuable resources.

You should find out if your district or schools are hosting a provider fair or other type of event for parents and/or school staff, where you can present information on your program prior to the start of SES.

### Other organizations

Given the opportunities that SES presents to improve academic outcomes for low-income students, the many organizations currently involved in SES would likely be interested in helping in some way. These organizations could include current providers; nonprofits and for-profits that are focused on supporting these providers (e.g., through technical assistance or training); organizations with ties to the community, including faith-based organizations; and others. Reaching out to these organizations can be helpful for:

- Brainstorming or sharing knowledge about SES.
- Pooling resources and partnering to engage in marketing or to provide services.
- Other modes of collaboration.

If you are a provider that is not based in the community, try to tap into local knowledge and resources. Community-based organizations that offer extended day or after-school options might consider hosting your SES program. Given the importance of providing non-academic and academic activities for children outside of the school day, for both their engagement and their development, this “nesting” can be a promising way to offer SES.

For a detailed list of many of the organizations involved in SES, see the “Resources” section of this Toolkit.

## Parents and families

Once you have laid the groundwork for strong relationships with districts, schools, and other organizations, begin to market your program to families and students. Because SES is a new program, you are raising awareness not only of your particular program but also of SES in general. Districts are required to notify program-eligible families at least once per year but will not necessarily notify them more than once. Therefore, it is in your best interest to reach out to parents and schools as much as possible about your program.

Marketing your program to parents and families consists of talking to prospective customers, creating marketing materials that convey your message, and potentially doing other forms of advertising. Back-to-school nights, parent-teacher nights, and district-run provider fairs offer opportunities for you to connect directly with prospective customers. Other direct sales strategies that providers have used include going door-to-door, reaching out to community-based groups and religious congregations, and holding rallies to get children excited about a program.

Create materials you can leave with students and families that convey what is special about your program in a language that is easy for them to understand. In addition to providing these materials to schools and districts, put them in places where families commonly go, such as community centers, places of worship, grocery stores, beauty salons, and barbershops. You might also place advertisements in local newspapers or appear on local radio or TV talk shows, especially if these slots are free of charge or at a reduced rate as public service announcements. Keep in mind, however, that broadcasting your message to a general audience may result in many inquiries from families that are not actually eligible.

### ABOUT MARKETING MATERIALS

Some providers have developed postcards, flyers, brochures, and posters to spread the word to parents about SES. To clearly communicate your message, make sure your materials include:

- Simple, catchy language, such as “Free Tutoring.”
- Short descriptions about key details.
- Large, easy-to-read fonts.
- Local contact information, including name, address, and telephone number.
- Eligibility requirements.
- Deadlines for registration.

Consider providing this information in English and in other languages spoken by families in your area.

## CONTRACTING WITH DISTRICTS

Through your marketing, families will notify the district of their interest in working with you, which will prompt the district to enter into a master contract or individual services agreement with you. Parents are also sometimes asked to sign the individual services agreement.

With regard to payment, it is important to keep two things in mind. First, there may be a long lag time between when services are rendered and when you receive payment for those services. In some large districts, it is not uncommon for education service providers to wait 90–120 days to receive payment from the district. In the interim, you will need to have sufficient cash on hand to cover the expenses incurred to provide these services. Second, attendance can be an important component of payment. The district may only pay for the actual hours of instruction delivered. If you are having difficulty getting students to attend your program, a district might pay for a first missed session but not subsequent

missed sessions. This highlights the importance of ensuring both attendance and flexible hiring arrangements to adjust for such fluctuations.

## ONGOING OPERATIONS

Once contracts are in place and achievement goals have been agreed upon, providers can begin the important work of serving students. This work consists of providing services, monitoring progress, and reporting to the state, district, teachers, and parents.

States and districts hold providers accountable in two ways: the district contract and the state biannual review. Districts are able to terminate services provided to individual students if the terms of the contract are not being met. States may remove providers from state-approved lists for failing to increase student proficiency relative to state standards after 2 years or for failing to meet health, safety, or civil rights requirements.

Providers should use the progress data of their students to evaluate their own performance as SES providers. Questions to consider include:

- If you have offered a similar program in the past, is it achieving similar results now?
- If not, what accounts for the difference in performance?

Providers should set standards for both the whole organization and individual tutors.

Monitoring and reporting progress helps providers to evaluate their own performance and holds them accountable. In other words, they monitor and report progress for internal and external purposes. The nature and frequency of that reporting may differ. For example, tutors may do weekly evaluations to stay on top of student progress, but providers may send less frequent progress reports to parents and teachers (for example, monthly or at the midpoint of services). They may choose to provide the same reports to parents and teachers or to customize their reporting so that it is most relevant to the needs of each group.

Providers should also track attendance, for programmatic and financial reasons. When students don't show up to a program, they cannot benefit from it. Districts also may use attendance records to reimburse providers for their services.

Some providers have found it effective to offer incentives to students for attendance and the attainment of achievement goals. Incentives have included snacks, academic games and contests, and gift certificates. Providers should check with the state regarding what incentives are allowable and appropriate. The

### ABOUT DISTRICT CONTRACTS

The district's contract or agreement must specify:

- Specific achievement goals for each student, developed in consultation with the student's parents.
- How the student's progress will be measured and how parents and teachers will be regularly informed of that progress.
- A timetable for improving the student's achievement.
- Provisions for termination of the agreement, if the provider fails to meet student progress goals and timetables.
- Provisions governing payment for the services, which may include provisions addressing missed sessions.
- Provisions prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving supplemental education services without the written permission of the student's parents.
- An assurance that supplemental educational services will be provided consistent with applicable health, safety, and civil rights laws.

Education Industry Association code of business ethics, developed by many of the national providers, provides some useful parameters (see [www.educationindustry.org](http://www.educationindustry.org)). Although not required, it may be a good idea to check with schools and parents, too. Close coordination with parents can also improve attendance.

In addition to academic progress and attendance, providers might consider measuring customers' satisfaction with their program. Stakeholders to be surveyed might include students, families, teachers, and principals, among others. While attendance is a good indicator of whether students are satisfied with a program, it can be helpful to know why students are satisfied and how they think the program can be improved.



**SUMMARY CHECKLIST: LAUNCHING AND MANAGING YOUR SES PROGRAM****Submitting Your Application:**

- ☐ Review the application(s) for the state(s) where you intend to operate.
- ☐ Know the application deadline.
- ☐ Prepare and submit your application.

**Reaching Out:**

- ☐ Identify the district(s) where you intend operate.
- ☐ Contact the SES administrator in the district to:
  - Introduce yourself and your program.
  - Ask questions about the district's instructional program.
  - Provide marketing materials.
  - Learn which schools have students eligible for SES.
- ☐ Contact principals, SES coordinators, and teachers at identified schools to:
  - Introduce yourself and your program.
  - Discuss the integration of your program with their curriculum and instruction.
  - Learn dates for events, such as back-to-school nights.
  - Provide marketing materials.
- ☐ Identify and reach out to organizations doing similar or complementary work.
- ☐ Talk to families and students about your program.

**Contracting With Districts and Ongoing Operations:**

- ☐ Enter into district contracts.
- ☐ Hire staff or consultants.
- ☐ Meet with the district and parents to develop learning goals for students.
- ☐ Provide services to students.
- ☐ Monitor and report progress to parents, teachers, districts, and states.

## VI. CONCLUSION

SES is a program still in its early stages. Providers, like all stakeholders working to implement the program, may experience bumps in the road. Given the program's newness and its potential challenges, a willingness to collaborate and take risks may be vital to an SES provider's success.

While nonprofit and for-profit service providers have been a part of the education landscape for some time, SES may mark the first time that many organizations have become involved in education reform on this scale. This presents a tremendous opportunity—for both seasoned providers of tutoring services and groups that are newer to these services—to improve students' outcomes and make a significant impact in their lives. However, the involvement of many new organizations—including for-profit providers—can also generate resistance and wariness among other stakeholders, many of whom may not believe that your organization has the students' best interests at heart. In addition, the “market” approach of SES means that providers are competing with each other for customers. The successful implementation of SES, therefore, requires sensitivity to the needs and concerns of families, communities, districts, and schools. Efforts to partner with these groups can help SES providers make great strides toward the shared goal of increased student success. Providers can learn a great deal from one another's experience and through working together and can build programs that serve the needs of students even more effectively.

This Toolkit is intended to help prospective and current providers navigate a new program and overcome some of its challenges. It is also designed to encourage a greater diversity of organizations to become SES providers. The SESQ Center will continue to update this Toolkit as collective knowledge grows and SES gains traction. At the same time, districts may begin to see SES as an intervention they can routinely offer to students, whether or not they are required to do so by law. Providers that take risks and enter the market in these early stages can contribute to the field and gain valuable experience that will serve them well going forward, all the while making a difference for children.

## VII. RESOURCES

### SES: THE BASICS

#### ***Early Implementation of Supplemental Educational Services Under the No Child Left Behind Act: Year One Report***

(PDF) [www.ed.gov/rschstat/eval/disadv/supplementalyear1/highlights.pdf](http://www.ed.gov/rschstat/eval/disadv/supplementalyear1/highlights.pdf)

(WORD) [www.ed.gov/rschstat/eval/disadv/supplementalyear1/highlights.doc](http://www.ed.gov/rschstat/eval/disadv/supplementalyear1/highlights.doc)

This report from the U.S. Department of Education documents how successful states, schools, and providers were at implementing supplemental educational services in nine districts in six states in school year 2002–2003.

#### ***Innovations in Education: Creating Strong Supplemental Educational Services Programs***

[www.ed.gov/admins/comm/suppsvcs/sesprograms/index.html](http://www.ed.gov/admins/comm/suppsvcs/sesprograms/index.html)

This booklet offers practical advice and concrete examples from five school districts that have been successful in creating and expanding supplemental educational services and highlights ways in which districts can build relationships with providers.

#### **Office of Innovation and Improvement**

[www.ed.gov/about/offices/list/oii/index.html?src=oc](http://www.ed.gov/about/offices/list/oii/index.html?src=oc)

This office of the U.S. Department of Education coordinates public school choice and supplemental educational services programs along with the Office of Elementary and Secondary Education ([www.ed.gov/about/offices/list/oese/index.html](http://www.ed.gov/about/offices/list/oese/index.html)).

#### **Supplemental Educational Services Frequently Asked Questions**

[www.ed.gov/parents/schools/choice/choice.html](http://www.ed.gov/parents/schools/choice/choice.html)

The U.S. Department of Education developed a list of questions and answers on supplemental educational services.

#### ***Supplemental Educational Services Non-Regulatory Guidance***

[www.ed.gov/policy/elsec/guid/suppsvcsguid.pdf](http://www.ed.gov/policy/elsec/guid/suppsvcsguid.pdf)

The U.S. Department of Education's guidance on supplemental educational services provides complete information for states and districts to implement the supplemental educational services provision.

#### **Supplemental Educational Services Policy Letter in Reference to LEA Conditions on Providers, August 26, 2004**

[www.ed.gov/policy/elsec/guid/stateletters/choice/ses082604.html](http://www.ed.gov/policy/elsec/guid/stateletters/choice/ses082604.html)

The U.S. Department of Education issued this policy letter to address concerns and provide guidance regarding local educational agencies' imposition of conditions or requirements for the provision of supplemental educational services that go beyond those set forth by states as part of their approval processes.

#### **SES Webcast, March 30, 2004**

[www.ed.gov/admins/comm/suppsvcs/seswebcast.html](http://www.ed.gov/admins/comm/suppsvcs/seswebcast.html)

The U.S. Department of Education conducted this Webcast on issues related to the implementation of the *No Child Left Behind Act* to communicate directly with staff from state and local educational agencies—those who guide and support the work of schools.

**Tutors for Kids**

[www.tutorsforkids.org](http://www.tutorsforkids.org)

This Web site, a service of the Supplemental Educational Services Quality Center, provides information and tools to help all stakeholders ensure that eligible children get the extra academic help they need.

**ASSESSING YOUR ORGANIZATION'S FIT WITH SES*****Academic Content, After-School Style: A Notebook and Guide***

[wwwFOUNDATIONSINC.org](http://wwwFOUNDATIONSINC.org)

Foundations, Inc. produced this guide that offers information, tips, tools, and references for merging academic content with after-school projects and activities.

**Academic Enrichment Project**

[www.afterschool.org/aea](http://www.afterschool.org/aea)

Learning Point Associates created this project to encourage after-school program staff to incorporate high-quality components into their activities. The Web site describes the characteristics of enrichment and high-quality activities and offers a searchable database of such activities.

**Afterschool Alliance**

[www.afterschoolalliance.org](http://www.afterschoolalliance.org)

The Afterschool Alliance has compiled key data and research on its Web site and produced tools for after-school programs.

***Building Effective Afterschool Programs***

[www.corwinpress.com/book.aspx?pid=7405](http://www.corwinpress.com/book.aspx?pid=7405)

This handbook, by Dr. Olatokunbo S. Fashola, offers research-based guidance on how to create after-school programs that help improve outcomes for students. Ordering information:

- Cost: \$24.95.
- Order number: D2317-0-7619-78787-X (Paperback).
- Publisher:  
Corwin Press  
2455 Teller Road  
Thousand Oaks, CA 91320  
Phone: (800) 818-243  
Fax: (800) 417-2466  
E-mail: [order@corwinpress.com](mailto:order@corwinpress.com)  
Web site: [www.corwinpress.com](http://www.corwinpress.com)

***How to Know a Good Adolescent Literacy Program When You See One:  
Quality Criteria to Consider***

[all4ed.org/publications/Criteria%20for%20Adolescent%20Literacy%20Programs.pdf](http://all4ed.org/publications/Criteria%20for%20Adolescent%20Literacy%20Programs.pdf)

The Alliance for Excellent Education produced this issue brief that outlines the characteristics of successful literacy intervention programs.

**National Reading Panel**

[www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)

The National Reading Panel offers findings on components of effective reading instruction.

**Out-of-School Time Learning and Development Project**

[www.gse.harvard.edu/hfrp/projects/afterschool/about.html](http://www.gse.harvard.edu/hfrp/projects/afterschool/about.html)

This project, conducted by Harvard Family Research Project, promotes strategic use of information to improve quality, accessibility, and sustainability of after-school programs nationwide. The Web site offers a number of resources on after-school programs, including publications, a bibliography, and a database of program evaluations.

**The Partnership for Reading**

[www.nifl.gov/nifl/pfr.html](http://www.nifl.gov/nifl/pfr.html)

The Partnership for Reading is a national reading research dissemination project authorized by the *No Child Left Behind Act* and carried out by the National Institute for Literacy. Its mission is to make scientifically based reading research more accessible to educators, parents, policymakers, and others. To view resources recommended by The Partnership for Reading, go to [www.nifl.gov/partnershipforreading/publications/recommended.html](http://www.nifl.gov/partnershipforreading/publications/recommended.html).

***State Educational Agencies Toolkit on Supplemental Educational Services in the No Child Left Behind Act of 2001***

[www.ccsso.org/content/pdfs/SSPToolkit.pdf](http://www.ccsso.org/content/pdfs/SSPToolkit.pdf)

The Council of Chief State School Officers and the Education Quality Institute developed this toolkit to provide state educational agencies with an application template and review criteria for developing their list of approved supplemental educational services providers. The toolkit offers insight into how provider applications are evaluated.

***Title I Supplemental Educational Services and Afterschool Programs: Opportunities and Challenges, Version 1.3***

[www.financeproject.org/suppsvc.pdf](http://www.financeproject.org/suppsvc.pdf)

This strategy brief by The Finance Project helps after-school programs to understand supplemental educational services, consider the programmatic and administrative implications of becoming a supplemental educational services provider, and identify the steps needed to become a successful provider.

***What Afterschool Programs Should Know About Title I Supplemental Educational Services***

[www.afterschoolalliance.org/supp\\_prog.doc](http://www.afterschoolalliance.org/supp_prog.doc)

The Afterschool Alliance produced this 1-page fact sheet on supplemental educational services.

**What Works Clearinghouse**

[www.whatworks.ed.gov](http://www.whatworks.ed.gov)

The What Works Clearinghouse collects, screens, and identifies studies of the effectiveness of educational interventions.

**Supplemental Educational Services: Center for Faith- and Community-Based Initiatives**

[www.ed.gov/about/inits/list/fbci/suppservices.html](http://www.ed.gov/about/inits/list/fbci/suppservices.html)

This Center has created a user-friendly toolkit for faith-based and community-based organizations interested in applying to become supplemental educational service providers.

## PLANNING FINANCES

**Afterschool Alliance: Program Tools**

[www.afterschoolalliance.org/prog\\_tools.cfm](http://www.afterschoolalliance.org/prog_tools.cfm)

The Afterschool Alliance offers after-school programs tools and tips on accessing funding and using communication to build support for programs among local residents, community groups, businesses, and policymakers.

**Alliance for Nonprofit Management, Frequently Asked Questions**

[www.allianceonline.org/FAQ](http://www.allianceonline.org/FAQ)

The Alliance for Nonprofit Management, a professional association devoted to improving the management and governance capacity of nonprofits, has posted a set of frequently asked questions and responses on topics such as board governance, strategic planning, fundraising, and financial management.

**Out-of-School Time Project**

[www.financeprojectinfo.org/OST](http://www.financeprojectinfo.org/OST)

The Finance Project develops information and technical assistance resources and provides targeted support and assistance on financing strategies to foster effective out-of-school time and community school initiatives.

## LAUNCHING AND MANAGING YOUR SES PROGRAM

**Black Alliance for Educational Options (BAEO)**

[www.baео.org](http://www.baео.org)

BAEO focuses on increasing educational options for black children and informing parents about parental choice and supplemental educational services components of the *No Child Left Behind Act*. Currently, BAEO is working in three cities—Detroit, Philadelphia, and Milwaukee—to inform parents about supplemental educational services.

***Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers***

[www.educationindustry.org](http://www.educationindustry.org)

The Education Industry Association developed a set of voluntary guidelines with input from its members that establishes a benchmark for ethical decisionmaking in supplemental educational services.

**Greater Educational Opportunities Foundation (GEO)**

[www.geofoundation.org](http://www.geofoundation.org).

The GEO foundation works to develop community understanding of school choice and supplemental services and is conducting outreach activities on supplemental services for the U.S. Department of Education. Currently, GEO is working to inform parents about supplemental educational services in four cities—Gary and Indianapolis, Indiana; and Denver and Colorado Springs, Colorado. GEO is also distributing posters to raise awareness of supplemental educational services.

**Hispanic Council for Reform and Educational Options (HCREO)**

[www.hcreo.org](http://www.hcreo.org)

HCREO works to improve educational outcomes for Hispanic children by empowering families through parental choice in education. Currently, HCREO is working to inform parents about supplemental educational services in five cities—Austin, Dallas, and San Antonio, Texas; Miami, Florida; and Camden, New Jersey.

**Parental Information and Resource Centers (PIRCs)**

[www.pirc-info.net/pircs.asp](http://www.pirc-info.net/pircs.asp)

PIRCs are funded by the U.S. Department of Education to give parents, educators, and organizations that work with families, information about supplemental educational services and other options that can help children succeed in school.

***The Role of Educational Technology in Meeting the Promise of Supplemental Educational Services***

[www.tutorsforkids.org/docs/RoleofEducationalTechnology.pdf](http://www.tutorsforkids.org/docs/RoleofEducationalTechnology.pdf)

The Supplemental Educational Services Quality Center prepared this policy brief for participants of the U.S. Department of Education Secretary's "No Child Left Behind Leadership Summit on Increasing Options Through E-Learning" ([www.nclbtechsummits.org/summit2/summit2.asp](http://www.nclbtechsummits.org/summit2/summit2.asp)). The paper outlines the potential role of educational technology in improving delivery of supplemental educational services and offers ideas on how to turn current implementation challenges into opportunities to benefit eligible students.

***Extra Help for Student Success***

[www.ed.gov/parents/academic/involve/suppservices/services.pdf](http://www.ed.gov/parents/academic/involve/suppservices/services.pdf)

The U.S. Department of Education's Office of Innovation and Improvement issued this brochure to help inform parents about their options in the supplemental educational services program. To request multiple copies of the brochure, call 1-877-4ED-PUBS, or send an e-mail to [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov).

**NEWS****Education Commission of the States' E-Clips**

[www.ecs.org/ecsmain.asp?page=/html/newsMedia/e-Clips.asp](http://www.ecs.org/ecsmain.asp?page=/html/newsMedia/e-Clips.asp)

This Web site delivers the day's top education news and links to *Education Week's* extensive daily news roundup ([www.edweek.org/clips/roundup](http://www.edweek.org/clips/roundup)).



***The Education Innovator***

[www.ed.gov/news/newsletters/innovator/index.html](http://www.ed.gov/news/newsletters/innovator/index.html)

The U.S. Department of Education's Office of Innovation and Improvement produces a weekly newsletter to highlight innovations in the field.

**EducationNews.org**

[www.educationnews.org](http://www.educationnews.org)

This site contains links to daily news stories and articles by its own columnists, as well as a discussion board.

***Education Week***

[www.edweek.org](http://www.edweek.org)

This weekly newspaper covers national, state, and local education news.

**SmartBrief, Association for Supervision and Curriculum Development**

[www.smartbrief.com/ascd](http://www.smartbrief.com/ascd)

SmartBrief, in partnership with trade associations and professional societies, provides targeted e-mail news services.

## VIII. KEY TERMS

**Adequate yearly progress (AYP):** a measure of the extent to which all students, as well as certain groups of students, in a school or district, demonstrate proficiency in at least reading/language arts and mathematics on state achievement tests and on other academic measures, such as graduation rates or student attendance rates. Each state has developed its own definition of AYP, and these definitions have been approved by the U.S. Department of Education and are available on the Department's Web site ([www.ed.gov](http://www.ed.gov)). State definitions of AYP must reflect the goal that all students are proficient in reading and math by the end of the 2013–2014 school year.

**Assurances:** a legal document, used by states in applications for supplemental educational service providers, that guarantees that the provider will comply with specific guidelines set by the state. Assurances require that a provider:

- Meets all applicable Federal, state, and local health, safety, and civil rights laws.
- Aligns the content, curriculum, and instructions with state standards.

**Criteria:** requirements set by each state that a provider must meet for state approval. At a minimum, a program must demonstrate in its state application that it:

- Has a demonstrated track record of raising student achievement in academic subjects such as reading and math.
- Offers high-quality, research-based instruction that is focused on improving student academic achievement.
- Offers services that are in line with state standards.
- Is financially sound.
- Complies with Federal, state, and local health, safety, and civil rights laws.

**Contract:** a legal agreement between a school district and a supplemental educational services provider that describes rules and procedures, such as the schedule and length of services a provider promises to offer and the amount and timing of payments from districts to providers.

**Elementary and Secondary Education Act (ESEA):** the reauthorization of ESEA in 2001 by the *No Child Left Behind Act* mandated several changes, including:

- Increased accountability.
- Greater choice for parents and students, particularly those attending schools in need of improvement.
- More flexibility for states and districts in using Federal education dollars.
- Stronger emphasis on academic achievement, especially in reading and math.

Title I is the section of this Act that directs Federal funds to schools serving large numbers of low-income students.

**Free or reduced-price lunch:** a Federal program that offers students free school lunch if:

- Their household income is below 130 percent of the Federal poverty guidelines.
- Their family receives food stamps or public aid.
- They are homeless.

Students can qualify for a reduced-price school lunch if their household income is below 185 percent of the Federal poverty guidelines.

**Local educational agency:** a term used to describe the local school district administration.

**Monitoring:** the *No Child Left Behind Act* requires that states evaluate the performance of approved providers in improving the academic proficiency of participating students. States are required to withdraw approval from providers that fail for 2 years in a row to help raise academic achievement of students. States can also withdraw approval from providers that fail to meet other state eligibility requirements.

**No Child Left Behind (NCLB):** The NCLB Act of 2001 reauthorized the Federal Elementary and Secondary Education Act (ESEA). Title I is the section of this law that directs Federal funds to schools serving large numbers of low-income students. Key features of NCLB's changes to the ESEA include:

- Increased accountability.
- Greater choice for parents and students, particularly those attending schools in need of improvement.
- More flexibility for states and districts in using Federal education dollars.
- Stronger emphasis on academic achievement, especially in reading and math.

For more information, go to [www.nclb.gov](http://www.nclb.gov).

**Provider:** a group or entity that is approved by a state(s) to offer research-based tutoring or other academic support to students who are eligible for supplemental educational services. Supplemental educational services providers can be any of the following:

- For-profit companies.
- Nonprofit groups.
- Local community programs.
- Colleges and universities.
- National organizations.
- Faith-based groups.
- Private and charter schools.
- Public schools and districts that have not been identified as in need of improvement.

Many providers will offer hands-on tutoring by trained instructors. Others may offer Internet-based instruction that students can access through a computer at home, in a school, or at a community center.

Regardless of the identity of a provider, the instruction and content must be secular, neutral, and non-ideological. Districts may use Title I funds to pay supplemental educational services providers.

**Public school choice:** Title I schools that do not show adequate yearly progress for 2 or more years in a row must offer all students the opportunity to transfer to another public school.

**School improvement status:** a term used to describe a Title I school that does not show adequate yearly progress (AYP), as defined by the state, for 2 years in a row. States identify these schools as being “in need of improvement.” The *No Child Left Behind Act* requires that these schools develop a plan to improve student achievement and that districts provide the schools with additional support and resources. Students in these schools must be offered the option of transferring to another public school in the district, which may include a public charter school, that has not been identified as needing school improvement. If a school does not show AYP for 3 years, the school enters its second year of improvement status. A school that has been in school improvement status for 2 or more years must offer its low-income students supplemental educational services, and it must offer all students the right to transfer to another public school in the district.

**Scoring rubric:** a tool commonly used by states to rate and review applications submitted by potential supplemental educational services providers. States give application points for specific qualifications and calculate total scores. Typically, states set a minimum score for approving providers. States often include rubrics in the application.

**State educational agency:** a term used to describe the state education administration, including the state Superintendent of Education and his or her staff.

**State Educational Agency Toolkit on Supplemental Educational Services:** a resource developed by the Council of Chief State School Officers to provide states with a model application and review criteria to develop their list of approved supplemental educational services providers. The goal of this toolkit is to help states set initial standards for approval that ensure a minimum level of quality and provide parents as much choice as possible among potential supplemental educational services providers. It is available at [www.ccsso.org/content/pdfs/SSPToolkit.pdf](http://www.ccsso.org/content/pdfs/SSPToolkit.pdf).

**Supplemental educational services:** free tutoring services or additional academic help for students provided outside of the regular school day. These services are generally available to students who:

- Receive free or reduced-price lunch.
- Attend Title I schools that have failed to make adequate yearly progress for 3 or more years.

Parents can choose supplemental educational services from a list of approved providers developed by their state, and the district pays for these services.

**Title I:** a part of the *No Child Left Behind Act*, Title I directs Federal dollars to schools that serve high numbers of low-income students to help ensure that all students meet state academic standards. Title I funds are distributed by state and local educational agencies to public schools with the highest percentages of children from low-income families.